**Purpose**: to practice and perfect the argumentative essay format; to prepare for the SAT writing prompt; to target improvement in specific and individual areas of writing weakness

Jon Krakauer is criticized for unjustly portraying some of the events and personalities in his retelling of the Everest tragedy of 1996. Compose an argumentative essay in which you discuss Krakauer’s portrayal of the events in the magazine publication, “Into Thin Air.” Please consider the series of responses in “What Really Happened in the Thin Air,” in addition to the suggested argumentative essay graphic organizer. Remember to use MLA format in writing your paper.

**Grading**: In addition to the SAT-style rubric below (21pts), you will earn up to 4 points for improving on the specific area(s) of weakness we identified during your writing conference on Monday.

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|  | 6 | 5 | 4 | 3 | 2 | 1 |
| Overall Impression | Exceptional. Shows clear and consistent mastery. | Successful. Shows reasonably consistent mastery. | Capable. Shows sufficient mastery. | Inadequate. Shows developing mastery. | Highly inadequate. Shows slight mastery. | Severely flawed. Shows little or no mastery. |
| Essayist’s Point of View | Effectively and insightfully develops a point of view on the issue; demonstrates outstanding critical thinking. | Effectively develops a point of view on the issue; demonstrates strong critical thinking. | Develops a point of view on the issue; demonstrates competent critical thinking. | Develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently. | Develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking. | Develops no viable point of view on the issue. |
| Support for Position/ Argument | Uses clearly appropriate examples, reasons, and other evidence to support its position. | Generally uses appropriate examples, reasons, and other evidence to support its position. | Uses adequate examples, reasons, and other evidence to support its position. | Uses inadequate examples, reasons, or other evidence to support its position. | Provides inappropriate or insufficient examples, reasons, or other evidence to support its position. | Provides little or no evidence to support its position. |
| Organization, Focus, and Progression | Well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas. | Well organized and focused, demonstrating coherence and progression of ideas. | Generally organized and focused, demonstrating some coherence and progression of ideas. | Limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas. | Poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas. | Disorganized or unfocused, resulting in a disjointed or incoherent essay. |
| Usage of Vocabulary | Shows very skillful use of language, using a varied, accurate, and apt vocabulary. | Shows skill in the use of language, using appropriate vocabulary. | Shows adequate but inconsistent skill in the use of language, using generally appropriate vocabulary. | Shows developing skill in the use of language, but sometimes uses weak vocabulary or inappropriate word choice. | Shows very little skill in the use of language, using very limited vocabulary or incorrect word choice. | Shows fundamental errors in vocabulary. |
| Sentence Structure | Demonstrates meaningful and expressive variety in sentence structure. | Demonstrates variety in sentence structure. | Demonstrates some variety in sentence structure. | Lacks variety or demonstrates problems in sentence structure. | Demonstrates frequent problems in sentence structure. | Demonstrates severe flaws in sentence structure. |
| Grammar, Usage, and Mechanics | Free of most errors in grammar, usage, and mechanics. | Generally free of most errors in grammar, usage, and mechanics. | Has some errors in grammar, usage, and mechanics. | Contains an accumulation of errors in grammar, usage, and mechanics. | Contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured. | Contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning. |